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## **ACADEMIC MOBILITY AND SPECIFIC FEATURES OF INTERCULTURAL ACCULTURATION**

**Abstract:** Taking into account the expansion of intercultural contacts and increasing number of foreign students in Russian universities, the article discusses topical problems of interethnic and intercultural interaction and communication and the process of the individual's acculturation identifying its four strategies. Some conclusions are made in favor of multicultural education.

**Key words:** globalization, intercultural communication, acculturation, assimilation, separation, marginalization, integration, multicultural education.

In the global context of public life, there is intensive expansion of intercultural contacts, interdependence and mutual influence of different cultures taking place; political, ideological and cultural borders between countries and continents, peoples and ethnic members are blurred. Due to these processes economic, trade and cultural contacts, possibilities of studying abroad, expansion of foreign tourism and internships, international student exchanges, etc. have actualized the problems of interethnic and intercultural interaction and communication. Under these conditions, there is a special need in establishing intercultural dialogue and achieving real mutual understanding among representatives of different cultures [5; 6].

Taking into account the emphasis of the official policy of the Ministry of Education on the activation of Russian universities in the field of promotion of educational services on the international market and the creation of a certain educational environment for higher education institutions that will ensure the success of socialization of foreign students [8] and that study abroad has become a popular trend throughout the

world, the number of those who want to study outside of their country annually increases.

Currently, all universities in Russia are trying to attract as many foreign students as possible for training that inevitably leads to a search for more effective solutions to the problems of their adaptation and intercultural communication [3].

Young people who come to study in Russia from other countries find themselves in a difficult situation and their life becomes a serious test for them. They are forced to fall not only in the process of mastering a new type of activity, i.e. studying in a higher educational institution and preparing for a future profession but also adapting to a completely unfamiliar socio-cultural space [2].

With a difference in cultures, it is difficult for students to achieve mutual understanding [4], foreign students are forced to constantly overcome communication barriers arising in the process of mastering the unfamiliar and complex linguistic features of the language of the host country and the cultural correlation of habitual and acquired cultural values [2] therefore the task of the host country is to develop foreign students' skills of intercultural communication. In addition, overcoming the language barrier is not enough to ensure the effectiveness of communication between representatives of different cultures. It is also necessary to overcome the cultural barrier [6].

The term «intercultural communication» is multi-valued in nature [9], it is understood as the ability of foreign students to successfully communicate with representatives of different cultures in Russian with an awareness of the vital values of the new socio-cultural environment [4], as well as a combination of various forms of relations and communication between individuals and groups belonging to different cultures [7].

As a result of the process of interaction with a foreign culture, a person adapts to a greater or lesser degree to it, i.e. there is a process of acculturation. In modern science, the term acculturation refers to the process and result of the influence of different cultures on each other where representatives of one culture adopt the norms, values and traditions of another culture. Passing acculturation, each person seeks, on the one hand, to preserve his/her cultural identity; on the other hand, he/she is included in another's culture. Scientists distinguish four main strategies of acculturation: assimilation, separation, marginalization and integration [7]:

1. Assimilation is a form of acculturation in which a person fully accepts the values and norms of another culture while refusing from his/her norms and values.

2. Separation is the denial of another's culture while maintaining belonging to one's culture.

3. Marginalization is a form in which a person loses identity with his/her own culture and at the same time shows no interest in obtaining a new cultural identity.

4. Integration is identification both with the native and new culture.

At present, the goal of acculturation is the achievement of cultural integration resulting in a bicultural or multicultural personality [5].

Therefore, we can draw some conclusions. At the moment both in Russia and abroad there are a number of common problems in the intercultural adaptation of foreign students and their communication.

For example, due to the lack of a foreign-language communicative culture of foreign students and the difficulties in creating a constructive intercultural dialogue with representatives of the host country there may be problematic moments that reduce the effectiveness of professional training of foreign students in the Russian higher education system [2].

The basis for the organization of the cultural and educational space of a modern university should be implementation of the principles of multicultural education and the use of international experience of social and pedagogical support and maintenance of foreign students, taking into account the specific conditions of host universities.

The feature of multicultural education is its focus on foreign students' retaining their own cultural identity while simultaneously accepting new socio-cultural, educational requirements [1]. On the one hand, it is necessary to investigate the trends that contribute to the unification of civilizations, peoples and cultures, on the other hand, the facts determining the preservation of the national identity of cultures in the conditions of their close interaction need to be understood [9].

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## **АКАДЕМИЧЕСКАЯ МОБИЛЬНОСТЬ И ОСОБЕННОСТИ МЕЖКУЛЬТУРНОЙ АККУЛЬТУРАЦИИ**

**Аннотация:** в связи с расширением межкультурных контактов и увеличением количества иностранных студентов в российских вузах в статье рассматриваются актуальные проблемы межэтнического и межкультурного взаимодействия и общения, дается понятие межкультурной коммуникации, а также процесса аккультурации личности с выделением ее четырех стратегий. Делаются некоторые выводы в пользу поликультурного образования.

**Ключевые слова:** глобализация, межкультурная коммуникация, аккультурация, ассимиляция, сепарация, маргинализация, интеграция, поликультурное образование.

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